

Bradfield Sunshine Club

Inspection report for early years provision

Unique reference number	955530
Inspection date	24/11/2009
Inspector	Rachel Edwards

Setting address	Bradfield Village Hall, Southend, Bradfield, Reading, Berkshire, RG7 6LG
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bradfield Sunshine Club is run by a voluntary committee made up of parents. It opened in 2001 and operates from the village hall in Bradfield which is a small rural village between Newbury and Reading. The club has the use of two rooms, toilets and a kitchen. There are outdoor play areas adjacent to the hall.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 40 children from four to under eight years, at any one time. The club is open before school between 8am and 9am and after school from 3pm to 6pm during term time each week day, with the exception of Thursday afternoon, when it is run from the school.

There are currently 50 children on roll aged from 4 years to 12 years and children can attend up to 14 years of age. At the time of inspection there were no children present in the early years age range.

The committee employs three members of staff. Of these, two hold appropriate playwork qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced and capable staff have created a friendly and welcoming breakfast and after school club. Children are happy to attend and enjoy playing in a relaxed environment with their friends. The children benefit from going on a variety of interesting outings, which add considerably to their enjoyment and feeling of belonging to the club. Staff make sure that children are settled and well occupied. They follow good procedures to keep children healthy and generally safe. However, the building is not fully secure. The staff and committee work hard to raise funds to allow them to continue to improve and develop the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the security of the premises by ensuring children cannot open the front door unnoticed nor visitors enter unnoticed through the side entrance
- update the child protection policy to include the requirement to contact Ofsted in the event of an allegation being made against a member of staff.

The effectiveness of leadership and management of the early years provision

Generally children are well safeguarded. All adults working with the children have undergone the relevant checks to ensure their suitability and others, such as volunteer helpers, are not left unsupervised with children. There are robust procedures in place for the recruitment and induction of new staff. Staff keep up to date with child protection training. There are clear procedures and lines of responsibility in place should there be concerns for a child's welfare. Generally effective risk assessments have been carried out to identify hazards on the premises and outings and steps have been taken to minimise dangers. However, these have not included the security of the building. It is possible for children to leave through the front fire exit without being seen by staff, as there is no alarm to alert them to the door opening. Also the side door is left unlocked so that visitors can enter, although there is usually a member of staff in this area, so the risk is small.

Children play with a good selection of resources, from which they are able to help themselves. Staff note children's particular interests and their suggestions for new toys and whenever possible make sure these are available. Good use is made of the premises. There is a large hall for more boisterous games and a smaller carpeted room where children can comfortably play on the floor or look quietly at books. There are large tables so friends can sit together to enjoy craft activities. Children have good opportunities to play outside, which helps keep them fit and healthy. There is a hard court to enjoy football and other games, a playing field and a play park with climbing and balancing equipment. They also make excellent use of nearby facilities such as the cinema, soft play or ice rink and have visits from health professionals and the Territorial Army.

Parents receive good quality information about the club and also spend time chatting to the staff each day. They speak highly of the club, especially the dedication of the friendly staff and report that their children really enjoy attending. Staff have good links with the local primary school and share relevant information about how the children are getting on.

Staff develop trusting relationships with the children and their carers, which helps them gain a good knowledge of each child's background and needs. They value each child. Through example and planned activities they teach all the children to value differences between themselves and others. For example, they learn about some of the problems of disability by trying to manoeuvre a wheelchair round the village shop or make a drink and sandwich whilst wearing a blindfold.

The quality and standards of the early years provision and outcomes for children

Children enjoy attending club; they especially appreciate the relaxed and friendly atmosphere after a tiring day at school. Children chat to each other and the staff as they make their way to the setting and quickly settle to their chosen activities.

There is plenty of space for those who want to run around and quiet corners for those needing a more restful time. The kitchen is safe so doors are open and individual children enjoy wandering in to chat to a member of staff as she prepares their snack, this creates a homely feel.

Most activities are chosen and lead by the children but staff interact well with the children, suggesting ideas and directing their play. Staff help them learn as part of their play and routine activities, for example, guessing what goes on toast that begins with 'm'. Staff encourage children and praise their efforts, which raises their self esteem and makes them confident to try new ideas and experiences. Children are creative and use a variety of materials to create individual works of art. Staff take note of children's interests and abilities and take these into account when planning activities.

Children behave very well as they understand the boundaries for good behaviour. They help to draw these up and sign a form to say they agree to abide by them; staff or parents help the youngest children to manage this. Children are sensitive to the needs of others, for example, older children play carefully with badminton rackets so as not to interfere with the game of a younger group. Staff are excellent role models, treating each other and the children with kindness and respect. They intervene quickly when necessary to remind children of how to behave.

Children benefit greatly from the wide range of outings that staff organise. They regularly enjoy trips such as ice skating, the cinema or a soft play centre. These are opportunities that some children would not experience very often, living in this rural setting.

Children learn how to keep themselves safe, for example, when crossing the car park or by taking part in fire evacuation drills, they reinforce their learning through a visit to the fire station. They understand the need to tidy away toys from the floor to prevent trips and willingly do this with only a gentle reminder. They learn about staying healthy, for example, from a visiting health professional and they benefit from a healthy snack at the club, when all are encouraged to eat some fresh fruit.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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